DOCUMENT RESUME

ED 219 374 SP 020 569

TITLE Teacher Corps '79. Final Progress Report of Second Project Activities.

INSTITUTION Arkansas Univ., Fayetteville.; Arkansas Univ., Pine Bluff.; Pine Bluff School District 3, Ark.

PUB DATE Aug 81

NOTE 24p.; For related document, see SP 020 570. Prepared by the Teachers Corps Project.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Community Education; Community Involvement; Course Content; Educational Environment; Higher Education; Inservice Teacher Education; Multicultural Education; Parent Participation; School Community Relationship; *Teacher Education Curriculum; *Teacher Education Programs; *Teacher Interns; Teacher Workshops; *Teaching Experience

IDENTIFIERS *Teacher Corps

ABSTRACT

This report provides information on the characteristics and progress of the Teacher Corps '79 project activities conducted by the University of Arkansas in the Pine Bluff School District. Progress is noted in the areas of: (1) master's degrees for Teacher Corps interns in elementary and secondary education; (2) intern courses completed in educational psychology; (3) interns' community and school experiences; (4) inservice workshops on improving school climate; (5) inservice training activities in multicultural education; (6) community-based education programs; (7) citizen involvement and participation; (8) community organization and development; (9) community-based training for interns; (10) parental involvement in community-based education Teacher Corps activities; and (11) community council training programs. (JD)

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ED219374

TEACHER CORPS '79

FINAL PROGRESS REPORT OF SECOND PROJECT ACTIVITIES

UNIVERSITY OF ARKANSAS - PINE BLUFF/FAYETTEVILLE AND PINE BLUFF SCHOOL DISTRICT

AUGUST 31, 1981

CLARA JENNINGS, PROJECT DIRECTOR

SP 020 569

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PROJECT '79 PROGRESS REPORT

Pre-service and In-service Training Integration:

Certification Program for Interns--Fifteen hours of the program for advanced certification and the Master's of Education was provided for four interns in the Pine Bluff Public School System and at UA-PB. The courses were delivered by the IHE, many of which were open, with cost, to other teachers in the System. Short-term non-credit workshops, etc., geared to solving specific identified problems in individual schools were also provided.

Degree Program for Interns--Interns pursuing the Master's of Education degree in Elementary Education will eventually complete the following program:

Master's Degree in Elementary Education

I. Requirements: Completion of 33 hours of graduate work as outlined below, and a comprehensive examination in elementary education. This examination may be taken when the student is enrolled for his/her last three hours of course work.

II. All candidates who receive the Master's degree in elementary education must be eligible, upon completion of degree requirements, to receive a regular Arkansas teaching certificate.

III. Any deficiencies in the requirements for the appropriate 6-year certificate may be made up at either the graduate or undergraduate level but in addition to the minimum requirements for the graduate degree.

IV. Course requirements

ELEMENTARY EDUCATION

Total of 21 Semester Hours

A. 12 or 15 hours from 5 of the following area:

1. Language Arts (ELED)
2. Mathematics (ELED)
3. Reading (RDING)
4. Science (ELED)
5. Children's Literature (ELED)

6. Social Studies (ELED)
7. Early Childhood Education (ELED)

B. 6 or 9 elective ELED courses. This course work may be taken from the Elementary Education Program Area, (or Reading), or from a department outside the College of Education offering work appropriate to the area of emphasis with consent of the advisory.

COMMON CORE COURSES

C. 9 hours of common CORE courses from 3 of the following areas:

1. Educational Media (EDMD 5213)
2. History and Philosophy (EDFD 5303, EDFD 5313, or EDFD 5353)
3. Educational Research (EDFD 5013)
4. Educational Psychology (EDFD 5373)
5. Counseling and Guidance (CNED 5203)

OUTSIDE COLLEGE OF EDUCATION

D. 3 hours outside the College of Education

Interns pursuing the M.Ed. in Secondary Education will complete the following program.

MASTER'S OF EDUCATION IN SECONDARY EDUCATION

Courses:

I. Core (9 hours)

a. Media 5213
b. History or Philosophy 5303, 5313, 5353
c. Research 5013
d. Psychology EDFD 5373, Psychology 4033, 4073
e. Counseling 5203

II. SEED 12 hours

a. SEED 5113
b. SEED ____
c. SEED ____
d. SEED ____

III. Subject Area (3-15 hours) decided through advisement

a. _____ ____ _____ b. _____ ___ _____
c. _____ ____ _____ d. _____ ___ _____

Comprehensive Exam (Date) _____ Results_____

Courses were scheduled on a regular basis at Pine Bluff High School during the 1980-81 academic year and during the summer. Interns selected courses according to interest and program requirements. They were required to choose one course each term from the courses provided specifically for Teacher Corps participants.

Interns' course of study were scheduled on a credit hour basis as follows:

Summer, 1980	6 semester hours
Fall, 1980	6 semester hours
Spring, 1981	6 semester hours

It is important to recognize that courses which were applicable to the interns' program were offered on a continuing basis in Pine Bluff. Interns choose from these offerings in addition to the special Teacher Corps offerings to complete the requirements for their respective M.Ed. programs.

Courses designed specifically for Teacher Corps participants included the following:

Summer, 1980	RDNG 5443 Teaching Reading (emphasis on diagnostic/prescriptive teaching, basic skills)	3 Semester Hours
	ELED/SEED 5603 Teacher Corps Workshop (emphasis on specific problems identified in needs assessment)	3 Semester Hours
Fall, 1980	SEED 5153 Design and Preparation of Curriculum Materials (emphasis on education that is multicultural)	3 Semester Hours
	ELED 5433 Curriculum Reconstruction (emphasis on education that is multicultural)	3 Semester Hours
Spring, 1981	SEED/ELED 5603 Teacher Corps Workshop (emphasis on needs identified in schools)	3 Semester Hours

Spring, 1981 PSYC 4033 Educational Psychology
(emphasis on exceptional children)

3 Semester Hours

The courses identified equals one half of this two year time frame to be offered by the IHE for the cost of instruction only. The courses were open to interns, teachers, and other staff from the Pine Bluff project schools.

Time Schedule of Intern Project School Experience--The interns were placed in the primary school (First Ward Elementary School) for 4 months. They spent 4 months in Indiana Street School and one month at the 7 Grade School. They spend a total of 9 months in the schools. Eight of those months were spent at the elementary level, and six months at the junior high level. The following schedule by school is anticipated:

PLACEMENT OF INTERNS

School	Grades	No. of Months	Timeline
First Ward Elementary	K-6	4	Sept. - Dec. 1980
Indiana Street Elementary	5-6	4	Jan. - April 1981
Southeast Junior High	7	1	May, 1981

The interns' program resulted through joint planning by the team leader, the principal and cooperating teachers.

Experiences Provided Interns--The experiences at each school were planned individually according to needs identified. Adjustments were made in accordance with these needs. Types of experiences provided include: (1) observation of the different teaching styles exhibited by the various teachers at each school and level; (2) cooperatively analyzing content being taught at each level; (3) planning activities necessary for instruction; (4) selecting appropriate

materials and considering their appropriate use in the classrooms; (5) planning and implementing classroom management procedures; (6) experiencing the human relations aspect of teaching; and (7) actual instructional experience with students under the supervision and guidance of the team leader and regular teacher. The interns were assigned in such a manner consistent with Teacher Corps regulations.

Community Experiences of Interns--Each intern were provided experience in community activities during his assignment to the school. These experiences were jointly planned by the team leader, the Community Coordinator, the Principal, and the intern. These experiences included such activities as (1) completing community surveys of needs and resources, (2) serving as a volunteer to a community agency or organization, (3) visiting the homes of individual pupils, (4) assisting in parent training activities, (5) assisting with community activities promoting multicultural experiences and understandings, (6) assisting parents of low-income children to become involved in the school and project's decision-making process, and (7) participating in those activities described in Community Based Education Program.

Interns' School Experience--The team leader was primarily responsible for planning, supervising, and coordinating the school experiences of the interns. This was accomplished in collaboration with the principal, the cooperating teachers and the intern. The team coordinator was responsible for the program management of interns while the administrative supervision was the responsibility of the principal. This ensured that the intern may experience a "normal" teacher-principal relationship. Such a role by the team leader and principal was required close coordination and effective communication.

Educational Personnel Inservice Activities by Project School--Each project school had an established set of objectives established during FY 79-80

project year. The objectives can be found in the "Individual School Plan" in the original program. These plans were used to determine the specific in-service activities for each school.

The Teacher Corps instructional staff and site coordinators agreed that there should be four workshop days per year for inservice. The first session was a pre-school one in August. Other sessions are scheduled for November, February and April. Other inservice activities were scheduled for Saturdays and evenings.

The inservice program is listed below as planned by each project school.

Individual School Objectives

A. First Ward Elementary School - Improving School Climate

During the second year of the project, the First Ward teachers improved the school climate by increasing their instructional skills in providing diagnostic/prescriptive instruction in reading and math. There were gains in reading and math test scores of children attending that school by a 10% reduction in the number of pupils scoring below grade norm as measured by pre/post SRA scores.

B. Indiana Street Elementary School - Improving School Climate

During the second year of the project, the Indiana Street Elementary School improved the school climate through a program featuring diagnostic/prescriptive instruction, multicultural education, and staff development. The outcome were:

--an annual reduction of 10% of pupils scoring below grade norm as measured by pre-test/post-test scores on the SRA.

--more positive than negative attitudes of pupil toward self, school and peers as measured by IOX School Sentiment Index.

--satisfactory completion of at least two personnel development activities by at least 80% of staff.

C. Southeast Junior High School - Improving School Climate

During the second year of the project, the staff at Southeast Junior High School implemented a program to strengthen basic skills and improve attitudes. Outcomes included:

--an annual reduction of 10% of pupils who score below grade level in basic skills as measured by SRA tests.

--more positive than negative attitudes of pupil toward self, peers, school, and learning as measured by IOX School Sentiment Index.

--satisfactory completion of at least two staff development activities by at least 80% of the staff.

D. Belair Junior High School - Improving School Climate

During the second year of the project, the Belair staff implemented program strategies designed to (1) enhance the positive self concept of students, (2) to more effectively motivate pupils, and (3) apply diagnostic/prescriptive instruction. Evidence of effectiveness included:

--a minimum of 10% reduction in number of pupils scoring below grade norm as measured by the SRA.

--staff were trained and they applied positive motivational techniques as indicated by self report.

--instituting diagnostic/prescriptive instruction as indicated by self report and principal's monitoring.

E. Pine Bluff High School - Improving School Climate

During the second project year, the Pine Bluff High School staff implemented strategies to improve school climate featuring alternative instructional techniques and materials. Outcomes included:

--significant improvement in attendance.

--a minimum of 10% annual decrease in referrals and/or drop out.

--participation of at least 80% of the staff in collaboratively planned staff development activities related to identified needs.

Multicultural Education Training Program--In addition to the graduate credit course, the project provided inservice activities related to Education that is Multicultural to all educational personnel in project schools. These activities were based on the needs assessment data obtained during the planning year. Activities included but was not limited to the following topics:

1. Improving all student learning and appreciation of cultural and racial differences.
2. Recognizing and valuing different learning styles.
3. Helping students learn social behavior within framework of cultural backgrounds.
4. Coping with behavior that is tolerant of behavior differences.
5. Avoiding de-valuing cultural or racial heritage.
6. Ensuring that instruction places priority upon building a sense of personal worth.
7. Understanding the applications of multicultural education.
8. Interpreting measuring instruments which contain bias toward racial groups.

Training Activities to Deal with Wide Range of Variability in Children--Based on the needs assessment data, inservice activities included but were not limited to the following topics:

1. Maintaining learner's focus on learning.
2. Responding to the learner in a manner that promotes learning.
3. Using instructional materials.
4. Knowing the sequence of skills and concepts below and above the grade being taught.
5. Selecting objectives at the correct level of difficulty.
6. Designing and implementing activities to promote mastery.
7. Presenting new materials to pupil effectively.
8. Using questions effectively to determine the learner's progress.

Training Activities to Help Teachers with Children with Special Needs--Based on the needs assessment data, inservice activities to help teachers/interns identify, diagnose and prescribe learning activities for exceptional children included the following topics:

1. Using principles of motivation, retention, and reinforcement to facilitate learning in all children.

2. Using instructional skills to meet the needs of all children.

3. Planning individualized instruction for exceptional learners.

4. Identifying characteristics of exceptional children.

5. Implementing classroom management programs to enhance learning for exceptional students.

6. Interpreting diagnostic tests in terms of exceptional learners.

Integration of Preservice and Inservice Training Strategies--The IHEs and LEA implemented strategies that feature field-based instruction for preservice and inservice teachers. This was accomplished by:

--Providing preservice teachers with early and meaningful experiences in the schools.

--Joint participation by preservice and inservice students and teachers in common courses.

--Development of training modules which are applicable for preservice and inservice education.

--Use of inservice teachers as resource persons to the preservice classes.

Community Based Education Program (Definition)

Because community-based education is a new philosophy of education, many people have difficulty understanding what it looks like when implemented in a given community. Using the premise that community-based education is a philosophy of education, with philosophy defined as a basic purpose with underlying set of values and beliefs, how does community of the five project schools, regardless of age, sex, ethnic origin or geographic location, should be engaged in educational experiences to improve their participation in community life.

The community based educational program for FY 1980-81 in this project had six components. They were:

--Expanded use of school facilities.

--Lifelong learning and enrichment programs.

--Interagency coordination, cooperation, collaboration.

--Citizens involvement and participation.

--Utilizing community in K-12 programs.

--Community organization and development.

Expanded Use of School Facilities--The five project schools were opened on a planned basis so that the training can take place. The schools have become community centered sites where people of all ages can gather for learning, socialization, community events, problem-solving or whatever the community desires at the time. Using the schools as community centers avoided expenses of additional buildings and provided a better return on money already expended.

Lifelong Learning and Enrichment Program--The project community-based educational program endorses the need for continuous educational opportunities. The programs included a variety of activities and services in early childhood and youth education, adult education, leisure and recreation, senior citizens' activities and others. Specific examples are listed below.

EXAMPLES OF PROGRAMS, SERVICES, AND ACTIVITIES
OBSERVED IN RURAL COMMUNITY-BASED EDUCATION MODELS

Community	Health/Safety	Social	Cultural	Recreation
beautification	immunizations	games	concerts	team sports
security	blood pressure	dances	films	swimming
roads	smoking clinics	suppers	exhibits	boating
water	CPR	picnics	lectures	fishing
sewage	nutrition programs	movies	plays	playgrounds
communications	first aid	parties	field trips	karate
transportation	paramedics	singing	children's theater	archery
day care	animal safety	quilting bees	heritage fairs	arts/crafts
conservation	boat safety	festivals	puppetry	tennis
fire protection	gun safety	carnivals	community chorus	gymnastics
community clean-up	bowhunting safety	clubs	community theater	yoga
recreation facilities	pesticides	senior citizens' meetings	museum tours	weight lifting

Community	Health/Safety	Social	Cultural	Recreation
park development	physical fitness	family re-recreation nights	cultural exchanges	jogging
ambulance	drug/alcohol abuse	holiday programs	literary discussions	golf
playground development	bike repair	parades	multicultural events	skating
health facilities	fire prevention	book fairs	historical restoration	bowling

Skill	Academic
bookkepping	languages
typing	mathematics
shorthand	economics
sewing	speed reading
tailoring	astronomy
cooking	business/finance
quilting	creative writing
canning	adult basic education
automotive	Bible study
welding	driver's education
carpentry	career exploration
masonry	how to study
gardening	tutoring
bee-keeping	sign language
holiday decoration	preparing for college
guitar/banjo	

The project community-based education component was coordinated with activities of other service and governmental agencies, social clubs and civic organizations into a total program designed to meet the needs of the Pine Bluff community.

EXAMPLES OF AGENCIES, ORGANIZATIONS AND INSTITUTIONS IN PINE BLUFF

Governmental	Social Service	Educational	Business/Industry
Law Enforcement	Women's Club	Public Schools	Banks
Natural Resources	Heart Association	Private Schools	Co-op's
Parks & Recreation	Red Cross	Churches	Telephone Company
Military	Cancer Society	County Extension	Oil Company
City Council	Civic Clubs	4-H	Manufacturing
County Commission	Lung Association	FFA/FHA	Mining
Libraries	Senior Citizens	Scouting	Agricultural Association
Region Service	United Way Agencies	Technical Schools	Agricultural Association

Governmental	Social Service	Educational	Business/Industry
Manpower Agencies	VFW	College	Newspapers
Health Department	Odd Fellows	Arts & Humanities	Radio/TV
Employment Security	Shriners	P.T.A.	Merchant's Association
County Planning Commission	Eastern Star	Professional Association	Chamber of Commerce
County Planning Commission	Elks Club	Professional Association	Chamber of Commerce
Commission on Aging	Lions Club	Foundations	Travel Agencies
	Moose	Teacher Corps	Utility Companies
	Jaycees	Job Corps	Lumber/Paper Companies
	League of Women Voters		

Citizen Involvement and Participation--The Community Council, other citizens, and non-parents played an active role in developing the community-based educational activities for the community of the project schools.

Utilizing Community and K-12 Programs--The community-based educational program was based on the belief that integration of home, school and community would strengthen and reinforce learning experiences. Therefore, resource persons with special skills, talents, and experiences which could support and enrich formal classroom learning were used extensively. This experience also provided means whereby community persons/parents can reinforce the values, beliefs and attitudes they wish to encourage in their children. The association between generations and the passing of social and cultural heritage helped to develop, strengthen and maintain a sense of community among all members.

Community Organization and Development--The Community Council has continued to develop strategies for recruitment of non-involved parents and non-parents into the circle of involved citizens. As the group becomes larger, the members were organized into sub-groups to work on specific tasks. Groups were organized for problem solving and decision making. The group continued to establish linkages with other community residents and governmental agencies for the purpose of maximizing physical resources.

Interns' Involvement in Community-Based Education

Activities--Each intern:

1. Familiarized himself/herself with key community agencies and individual persons through direct visits.

2. Visited all community agencies and identified key people to serve on the interagency council.

3. Met and interviewed local political leaders such as mayor, city/county council or board of commissioners to assess their perception of community needs.

4. Developed a documentary oral history of the community.

5. Developed an interagency "yellow pages" directory listing all agencies and providing:

   --services offered
   --address and telephone
   --target population
   --contact person for that particular service
   --eligibility requirements

6. Attended Community Council meetings relative to needs assessment and worked with the council in conducting the needs assessment to serve as the basis for inservice education for staff to focus on:

   --desired teaching competencies
   --teacher-community responsibilities
   --teacher-community activities and communication

Community Education Workshops--Based on data from the needs assessment, the following parent workshop were implemented during FY 1980-81.

--Multicultural Awareness

--Parent-Child Communication

--Parenting activities to complement basic skills development

--Alternative approaches to discipline

--Study skills, habits, and environment

--Growth and development problems of childhood and youth

--Motivation

--Exceptional Children (gifted and talented, special needs)

The project staff presented a "familiarity fair" featuring mini-workshops on areas such as:

a. "How to teach your child to read" with possible resource assistance from the State Department of Education

b. "Parenting" with key resource assistance from an expert in Parent Effectiveness Training

c. "School Absenteeism and the Law" with resource assistance from a district court judge.

Each of the resource people conducted a one or two hour mini-session. Target groups were parents, students, teachers, interns, IHE staff, and school district staff.

In addition to the above, parents were trained in community problem solving techniques and processes.

Community-Based Training for Interns--In addition to the courses for credit, the Teacher Corps Interns received non-credit training through workshops, institutes and seminars. Some workshops were devoted to community education. These sessions helped the interns develop skills in community involvement. Skills included:

1. Helping build local community leadership and problem solving skills through local or tribal councils.

2. Using the school as a center for "town meetings" to discuss community development funds, revenue sharing, transportation, or other pertinent topics.

3. Using the schools as Senior Citizens' Centers.

4. Using school students to work on oral, musical, and pictorial history projects to be presented during a "Historical Community Festival."

5. Developing school property as a community park and environmental education center through the use of students and community volunteers. Consider the use of proceeds from school and timber sales for financing.

The interns also received training through seminars on involving community persons in developing a needs assessment. Activities included:

1. Holding a series of community meetings (in each sub-community of the school attendance area) to discuss, list, and prioritize local needs.

2. Sending out community concerns and/or interest surveys using organized groups such as Scouts or church groups to go door-to-door.

3. Holding community Town Meetings at the school to synthesize all of the data collected and identify resources to help meet the needs identified.

4. Conducting a community needs assessment to serve as the basis for inservice education for staff to focus on:

   --desired teaching competencies
   --teacher-community responsibilities
   --teacher-community activities and communications

The interns received training as community volunteers by attending Volunteers in Public School Sessions (VIPS) seminars on

1. Designating a "how to" manual for volunteers and for teachers detailing how to best use volunteers and what volunteers need to know.

2. Holding volunteer recognition dinner or ceremony and present certificates of service.

3. Designating volunteer training program in conjunction with local community colleges so that volunteers can earn credit toward a certificate or an associate degree.

4. Designing a career ladder program for volunteers so that they receive training and credit to move from:

   --volunteer, to
   --aid, to
   --assistant, to
   --teacher

5. Using volunteers to develop, coordinate, and manage a school volunteer program.

Parental Involvement in Community-Based Education Teacher Corps Activities--A mistaken belief among educators is that education for the child begins in the classroom and only under the auspices of a formally trained teacher. The parent or guardian in the home is the molding and change agent for the child's early education. Even after the child has begun his formal education, the

parent still has a tremendous impact upon his formal and informal education. The irony of the educational process is that parents or guardians do not recognize the tremendous effect they have on their children and that they are, in fact, their most important teachers. Involvement with their children is the most important contribution. Therefore, a parent training component is planned for this project. Such a component is designed to train a cadre of parents to work with their children at home in order to enhance educational opportunity for them.

The program design for this aspect of the project continued during the second year of the project by notifying all parents in the project schools attendance area of the program. All parents were encouraged to participate in the training sessions.

Each parent trained in the 1978-81 program is now responsible for forming six groups of five or more parents each. The trainers were responsible for teaching these groups of parents how to be more effective as teachers at home with their children. Each group met on a regular basis (once per week for two hours). The trainers met once a month with the Teacher Corps staff to discuss program progress. Additionally, sessions were held in project schools which were open to all parents in the School District. Sessions were based on the specific needs of all parents in the School District. Teachers, Teacher Corps Project staff, and other consultants conducted these sessions.

Relationship of Community-Based Activities to Needs of Pupils at School Site--During the second year of the Teacher Corps Project, using the comprehensive needs assessment to determine the needs of students and parents in each project school and test results from SRA tests scores of students, all parents, interns, teachers, teachers, and teacher aides training program were ased.

Community Council Training Program--The Council was organized to represent all sub-communities of the school community, and provided training in order to:

--influence school policy
--improve school curriculum
--influence state legislation and resolutions
--increase state department and university involvement and relevance
--promote career education and skill training
--interview and recommend new staff
--assess program activities and progress
--plan extended day, life-long learning activities for children and adults
--conduct needs assessment
--influence policy decisions of other collaborating agencies
--promote parent-teacher-student organization
--continue to develop operational by-laws
--continue activities at the end of Teacher Corps cycle

The list has no end. Other training were provided for council members as the need dictates.

Basic Outcomes

The project included objectives which were designed to achieve the following outcomes:

1. An improved school climate which fosters the learning of children from low-income families through upgrading the program to which those students are exposed and by broadening the interface between LEA, SFA, community and IHE.

2. An improved personnel development system for persons who serve or who are preparing to serve in schools for children of low-income families by developing and implementing a system of educational personnel development which will enhance the capabilities of all individuals dealing with students in the project schools.

3. The continuation of improvements in education (including processes, products and practices) beyond the time frame of the project, and in which distinct positive changes in preservice and inservice training at both LEA and IHE are evident.

4. The adoption and adaption of those educational improvements by other educational agencies and institutions in the entire state of Arkansas and other states with similar characteristics.

The project objectives were jointly developed by the institutions of higher education, local education agency, and representatives of the community.

Each of these objectives were accepted by all the concerned groups. Specific outcomes of the project by component follows:

Improving the Learning Climate:

Combined educational idealogy and practice into the development of teaching behavior which fosters more optimal learning conditions for children from low-income families.

Facilitated, assisted, encouraged and strengthened the capacity of families and the community to offer children opportunities for growth.

Provided instruction and experience that enabled teachers to deal with children who have learning disabilities.

Improved classroom management skill through utilization of effective procedures for identifying and addressing behavioral disorders.

Maintained a productive learning environment through recognition of varying patterns of compensatory behavior.

Promoted innovation, creativity, and variety in teaching methods through the effective use of media.

Facilitated understanding and skill in the provision of education that is multicultural.

Offered training in the organization and utilization of a resource room and in cooperative planning and working with resource teachers.

Provided field-based instruction and experience in the handling of exceptionalities in the regular classroom.

Assisted in the study and assessment of existing school curricula and in the adoption, adaptation, and inclusion of new concepts, ideas, practices, and materials in keeping with emerging needs and trends.

Enhanced teacher effectiveness through increased opportunities for cooperation and interaction among teachers.

Increased the competence of LEA and IHE staff in instructional skills resulting in more effective and efficient instruction.

Educational Personnel Development:

Devised a plan for the integration of preservice and inservice education.

Implemented retraining programs for the IHE and LEA Personnel and training programs for volunteers and paraprofessionals.

Implemented a new delivery system for inservice training.

Developed a program of community-based education.

Accelerated efforts to develop a Competency Based Teacher Education Program.

Provided instruction that enabled UA-PB Teacher Education faculty to become involved in research; to write for publication; and to improve their instructional delivery skills.

Institutionalization:

Implemented the improved Teacher Education curricula of UA-PB and UAF in order to enhance the responsiveness of each to the needs of teachers of disadvantaged children.

Provided a cadre of personnel within the IHE's and LEA with expertise in a diverse range of pertinent subject areas including classroom management, diagnostic/prescriptive teaching, education that is multicultural.

Implemented a revised program of inservice education throughout the LEA.

Demonstration and Dissemination:

Impacted upon the larger population of the Pine Bluff area and the State of Arkansas by demonstration of effective methodologies in preservice and inservice education.

Structured activities that provided for demonstration of teaching competencies resulting from Teacher Corps Programs to other IHE's and LEA's.

Provided for widespread use of strategies and techniques for teaching developed by the Project for dissemination to a variety of publics.

Collaborated with the SEA to devise a plan for the systematic dissemination of selected aspects of the Program to other IHE's and LEA's.

Maintained a record of the goals, objectives, processes, and products of Teacher Corps activities through systematic, careful and accurate documentation and evaluation.

Disseminated Teacher Corps Project successful activities using the facility of Teacher Centers in the state.

Developed teaching modules and curriculum materials on diagnostic/prescriptive teaching and education that is multicultural for use by teachers in other school districts.

Improving School Climate--All project activities were collaboratively agreed upon by the two universities, local education agency, and the committee. Following is a discussion of our definition of an improved school.

Improving the Learning Climate: A Definition--An improved learning climate for the school emerges as a pivotal point in enhancing the quality of life for children from low-income families and indeed, the whole society. Such a climate can best be created by, first, a careful analysis of existing problems and procedures, and second, a synthesis of the ideas and ideals espoused in institutions of higher education. The third step is the subsequent application of the same in local educational agencies. Essentially, institutions of higher education and local educational agencies must join forces to eradicate the apathy, distrust and lack of confidence that plague educational systems today. Collaborative strategies and combined human and material resources could remove this agonizing dimension, promote the revitalization of the education process, and respore the public's trust in us as positive transformers of society. The challenge to institutions of higher education agencies is to dream grandly, plan wisely, proceed deliberately, and evaluate continuously. Moreover, it is to summon, harness, and utilize the intellectual and material resources available to assure creative productivity in the development of a meaningful and practical plan for educating the poor.

In the formulation of ideas of an improved learning climate, it seems wise to follow recommendations derived from research as well as from practical experience. From the recorded observations of school personnel (teachers, counselors, principals, social workers), and from research data, three major themes consistently surface among these recommendations offered.

Most significant among these is the absence of optimal conditions. It is generally agreed among developmental psychologists that the prior satisfaction

of the so-called basic needs is necessary for human beings to thrive and achieve in learning environments. Included among the basic needs are such things as adequate living conditions, food, clothing, personal space, medical care, safety, love, self-esteem and appreciation, belonging and identity. When too many of these needs remain unfulfilled, the individual often experiences high levels of stress, tension, and frustration. Therefore, in order to teach deprived youth, adequate methods of accommodating and transforming such irritants into constructive energy for learning are imperative. Educators who try to foster an improved learning climate for these students should consider alternate means of handling the adverse effects of stress, tension, and frustration which accrue from the absence of optimal conditions in the context of the teaching-learning environment.

Another very promising source from which the elements of an improved learning climate may be identified is from the propagation of ideas regarding multicultural education. Multicultural education is founded on the reality that the major cultural groups of the world have developed characteristic modes of intellectual and affective expression that are clearly recognizable and clearly different from each other. Research in learning theory pertaining to the different ways of knowing (perceiving and expressing) clearly suggests that people of different cultures have different learning styles. Institutions of higher education have yet to effectively prepare teachers to recognize and address the cultural diversity of our society. Many local education agencies have procrastinated in the incorporation of education that is multicultural into the total educational program.

An equally salient theme is that of humanizing the teaching-learning process. Such requires that educators strive to become their best selves, thereby

increasing the chances for learners entrusted to their care and direction to do likewise. The humanistic perspective argues that interpersonal relating and genuine communication are essential in creating an improved learning climate. Research in this area is widespread and should be considered in a complete assessment of what is needed to improve the learning climate for the disadvantaged.

The project included specific objectives designed to achieve the basic outcomes related to improving the school climate which fosters learning among children of low-income families. In addition, specific objectives have been designed to effect a positive change in the entire feeder school system, especially as related to the improvement of reading skills. These objectives also emphasize education that is multicultural, diagnostic and prescriptive teaching, the application of principles of learning and motivation, providing for individual differences, and interpersonal relations. An improved school climate which fosters the learning of children of low-income families is the focus of the objectives under each section of the project.

The project achieved all the purposes proposed in the continuation proposal for FY 1980-81. The project staff see years 2 and 3 as a total package and can not acquately evaluate the program in terms of impact until after the third year.

There were no changes in Teacher Corps staff and participants.